

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In the previous chapter, the literature review of this study has been elaborated, it includes: Systemic Functional Linguistic (SFL), Theme system, Discussion text, factors contributing the creation of the text, and previous related research. This chapter will discuss the methodological aspects which cover: research design, research site and participants, data collection, and data analysis.

#### **3.1 Research Design**

This study employed a descriptive-qualitative design, including the characteristics of case study approach. This is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter, 2008). According to Yin (2003) a case study design should be considered when: the focus of the study is to answer “how” and “why” questions, you cannot manipulate the behaviour of those involved in the study, you want to cover contextual conditions because you believe they are relevant to the phenomenon under study, or the boundaries are not clear between the phenomenon and context. In this study, the focal point was on the discussion text written by English Education study program students at an English Education Department of a state university in Bandung.

In addition, given that the main purpose of this study was to analyze, describe, categorize, and interpret data to identify how the schematic structure and textual organization of university students’ discussion text in a small scale/case, a descriptive qualitative study was considered appropriate (Creswell, 2003). Besides, it will be qualitative because the study tends to work with a relatively small number of cases (Silverman, 2005, p. 9). Furthermore, the study will be conducted in a case-study design which is said by Mackey & Gass (2005) that it tends to provide detailed description of defined individual or entity such as student, program, school or institution. Then, this study has similar characteristic to a case study because this study is permitted to study in small and single through case study (Stake, 1994, p. 278). In this study the researcher tried to present the interpretation by making inferences, developing insights, attaching significance,

and drawing conclusion (Hatch, 2002) towards the Theme choice and Thematic progressions found in students' Discussion text together with the contributing factors.

### **3.2 Research Site and Data Resource**

#### **3.2.1 Settings**

This study was conducted at an English Education study program of a state university in Bandung. The place was selected for several reasons. The first is the the situation and context were familiar to the researcher as he was one of the students in that department. The second is as mentioned in the first chapter, university level was chosen since the students in this department were expected to be a teacher after they graduated. Therefore, after they graduated as a teacher they should have awareness in selecting the materials that will be delivered, especially in teaching writing.

#### **3.2.2 Data Resource**

The samples in this study involved 20 students in a university in Bandung who were taking writing course in third semester. They were chosen purposively in order to develop an in-depth understanding related to the topic. The texts were categorized into three representatives in all level of achievements: low achiever, middle achiever, and high achiever. The level categorizing was obtained from minimum criteria of mastery learning from their teacher. According to Duff (2008) it gives advantages to the researcher to gain access easily, collecting more useful data, and enhance understanding of the context based on prior knowledge regarding the analysis of Discussion text using theme and theme progression.

### **3.3 Data Collection**

In this study the data collection was divided into two stages: collecting students' writing and interview.

#### **1.3.1. Collecting Students' Writing**

The first data collection was collecting students' writing. The texts were taken from students' final writing assignment about Discussion text. In addition, the

lecturer has analyzed the students' texts in terms of Discussion text. Then, those six texts were chosen specifically to be analyzed by using Theme and Theme progression analysis of SFL. The analysis is used in order to find the textual organization and the the most occurrence thematic pattern of those text. Those texts were categorized into three level achievements: low, middle, and high achiever. Also, those texts became the primary resource of information to track students' development in control of generic structure knowledge and their writing skill.

### **1.3.2. Interview**

The second data was interview. It was chosen to discover what contributing factors behind the students' writing. A focus group interview was employed to collect share understanding from several individuals and to obtain views from specific people (Creswell, 2012) regarding the making of Discussion text. According to Denscombe (2007, p.115), "focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic". The using focus group interview is beneficial when a researcher intends to find out the people's understanding and experiences about the issue and reasons behind their particular pattern of thinking (Kitzinger, 1995).

## **3.4 Data Analysis**

The data analysis in this study was divided into three stages: analysis of the schematic structure, identifying theme choice, identifying thematic progression pattern.

### **3.4.1 Identifying the Schematic Structure**

This part elaborated how the students composed a discussion text. The data of this study were taken from final writing assignment of third semester students which have been given score by their lecturer in terms of Discussion text. Before analysis, the texts were categorized into three representatives on all levels of achievements based on their final score in the end of the semester. Afterwards, each text was analyzed based on generic structure of Discussion text as suggested

by the DSP (1989); Feez and Joyce (1998b); Unsworth (2000); Macken-Horarik (2002); Gibbons (2002); Emilia (2005) cited from Emilia (2014).

### **3.4.2 Identifying Theme Choice**

Before analyzing the text that students have collected in terms of thematic progression, firstly the text will be broken down into numbered clauses. After that the text is analyzed in terms of schematic structure where the theme system can be used. The analysis of theme choice in the text was based on Halliday (2004) and Eggins (2004) in terms of topical theme, interpersonal theme, and textual theme. The purpose of identifying of theme choice is to investigate how the students organize the idea textually in those texts.

### **3.4.3 Determining Thematic Progression Pattern**

In this stage, the researcher identified the thematic progression pattern of those texts. The thematic progression analysis has purpose to find out how students maintain the logical relation of the texts. Also in this part, thematic progression that mostly used by students is analyzed. The thematic progression analysis that was used is based on the works of Eggins (2004).

### **3.4.4 Transcribing and condensing interview data**

The interview recording was transcribed, categorized, and interpreted to discover the factor contributing towards the creation of the Discussion text. After that the researcher classified the response from the respondents based on the interview questions. In the end, the data was presented into a condensed body of information (Emilia, 2005).

## **3.5. Concluding Remark**

This chapter has presented the methodological aspects applied in this study covering the research design, research site and participants, data collection, and data analysis.

